



**Riverside County
Board of Education**

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DATE: August 30, 2024

TO: Ms. Mays Kakish, District Superintendent
Ms. Susie Lara, Board President
Mr. Sergio San Martin, Chief Business Official
Dr. Ebon Brown, Assistant Superintendent, Instructional and Support Services
Beaumont Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.  Amanda Corridan 
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SUBJECT: 2024-25 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to the approval of the district's Adopted Budget [Education Code Section 42127(d)(2)].

Adopted Local Control and Accountability Plan

In accordance with California Education Code (EC) Section 52070, our office has completed its review of the district's 2024-25 Local Control and Accountability Plan (LCAP) to determine whether it adheres to the guidelines adopted by the State Board of Education (SBE).

The district's adopted LCAP has been analyzed to determine whether:

- The plan adheres to the template adopted by the State Board of Education.
- The budget includes sufficient expenditures to implement the actions and strategies included in the plan, based on the projected costs included in the plan.
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.
- The plan includes the calculations to determine whether there is required carryover. If applicable, the plan includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents and the California Department of

Education (CDE). Based on our analysis, the district’s Local Control and Accountability Plan for the 2024-25 fiscal year has been **approved** by the Riverside County Superintendent of Schools. Our goal is to further enhance the performance of students by providing feedback and inquiry questions that will support the refinement of future Local Control and Accountability Plans and any additional plans designed to close the achievement gap in metrics that impact student preparedness for college and career.

Student Achievement

The purpose of the LCAP is to ensure that all students graduate from high school with the skills necessary to be successful in both college and career. The Riverside County Office of Education conducted a review of research on TK-12 college readiness indicators to identify those that would align with the LCAP purpose and have the greatest impact. As a result of this research, we recommend that local education agencies (LEAs) closely monitor the metrics listed in the data table below for all student groups.

Beaumont Unified School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	11,820	937	7,622	1,572	88	87
Enrollment Percent 2023 ¹	N/A	7.9	64.5	13.3	0.7	0.7
English Language Arts (ELA) Distance from Standard 2023 ²	-18.1	-67.6	-32.7	-92.0	-108.4	-71.6
Mathematics Distance from Standard 2023 ²	-55.1	-95.2	-67.6	-115.0	-107.3	-85.8
English Learner Progress Indicator 2023 ²	N/A	49.0	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	92.6	80.6	92.9	77.7	80.0	85.7
A-G Completion Rate 2023 ²	45.3	14.5	41.2	20.0	13.3	33.3
Career Technical Education (CTE) Completion Rate 2023 ²	16.8	9.7	15.0	13.1	6.7	9.5
Chronic Absenteeism Rate 2023 ²	30.2	30.4	34.0	38.4	32.8	53.1
Suspension Rate 2023 ²	2.7	2.7	3.3	5.4	11.3	6.9
¹ 2023 California School Dashboard Downloadable Enrollment File ² 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files * Data Suppressed for Student Privacy Reasons						

Beaumont Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Enrollment Count 2023 ¹	11,820	59	338	830	342	6,957	28	2638	511
Enrollment Percent 2023 ¹	N/A	0.5	2.9	7.0	2.9	58.9	0.2	22.3	4.3
English Language Arts (ELA) Distance from Standard 2023 ²	-18.1	-80.3	30.3	-32.3	49.5	-29.4	5.5	-2.5	1.0
Mathematics Distance from Standard 2023 ²	-55.1	-149.1	9.1	-76.8	14.4	-67.9	-50.9	-33.4	-40.0
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	92.6	*	92.6	92.2	94.6	92.9	*	91.9	93.3
A-G Completion Rate 2023 ²	45.3	*	74.1	28.6	81.1	41.9	*	50.5	40.0
Career Technical Education (CTE) Completion Rate 2023 ²	16.8	*	29.6	14.3	27.0	13.8	*	21.2	23.3
Chronic Absenteeism Rate 2023 ²	30.2	46.2	16.9	25.9	15.5	33.5	48.0	25.2	31.9
Suspension Rate 2023 ²	2.7	7.5	0.0	5.7	1.1	2.6	9.4	2.3	3.6
¹ California School Dashboard/Dashboard Additional Report Files ² CDE Dataquest and Files * Data Suppressed for Student Privacy Reasons									

We offer the following commendations and inquiry questions to consider for the implementation of the 2024-25 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Success in Academics

The district is to be commended for increasing the number of students at or above grade level in mathematics across most student groups based on local indicators (i-Ready). The district has encouraged student ownership of learning and student engagement through collaboration across the district with training, walkthroughs, and data analysis. Furthermore, the district has committed to responding to the need to improve academic outcomes for Foster Youth, Homeless Youth, and Students with Disabilities by providing district-wide Tier III literacy intervention programs.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student academic achievement:

- How might the district continue to implement professional learning to support English Language Arts (ELA) and mathematics proficiency through the use of high-leverage strategies for student learning in order to increase student achievement in California Assessment of Student Performance and Progress (CAASPP) performance for English Learner (EL), Foster Youth, and Homeless Youth student groups this academic year?
- How might the district prioritize Tier I (Best First Instruction) to support learning acceleration, in order to support Foster Youth academic outcomes in ELA and mathematics?
- In what additional ways can the district increase short cycles of formative assessments to confirm that learning has occurred as part of a Multi-Tiered System of Supports for Foster Youth, Homeless Youth, and EL student groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for focusing on increasing the number of students enrolling in Advanced Placement (AP) courses and students completing CTE pathways. Additionally, the district is to be commended on a 3 percent increase in students who complete both CTE and A-G, totaling 10.6 percent. Prioritizing rigorous Science, Technology, Engineering, and Mathematics (STEM) learning and scaling out to elementary is commendable in building foundational levels of problem-based learning. The district should also be commended for its intentional addition of positions to support student success in College and/or Career Readiness, A-G, and STEM education.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student access, enrollment, and success in rigorous coursework:

- How might the district expand the current offerings and availability of AP courses, and what would equitable recruitment look like to ensure that all students have access?
- What supports or processes might be put into place to help the district reach the goal of increasing the number of CTE completers as indicated in the LCAP.
- What further steps could the district take within the comprehensive College and Career Readiness Support Initiative to more effectively address the specific needs of Foster Youth, English Learner, and Low Income student groups, ensuring their successful preparation for post-secondary education and careers?
- How might educational partnerships, collaboration structures, student engagement, and retention processes be implemented to guide and support an increase in student outcomes for College and/or Career Readiness, A-G, and STEM education?

Student Engagement and School Climate

The district is to be commended for its effort to increase engagement, with the addition of the Parent and Community Engagement Coordinator. These additional services have increased the number of face-to-face interactions between the educational partners. The district also

deserves to be commended for their College and Career Symposium and specific emphasis to increase attendance for Socioeconomically Disadvantaged (SED) students, Foster Youth, and English Learner (EL) families. It is commendable to see the district’s dedication to improving school climate and culture through the focus on social emotional learning (SEL) strategies, such as the Breaking Down the Walls initiative, Thriving Community Schools training, and continued climate reviews to measure effectiveness.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student engagement and school climate:

- How might counseling and student services support be enhanced to improve persistent high absenteeism among the Homeless Youth student group?
- In what way might street data, such as the use of empathy interviews, help gather data to address barriers faced by the Homeless Youth student group?
- How might the arts, via their inherent opportunities for SEL and culturally relevant learning, improve school climate and bonding with both parents and community?
- What might it look like for the district to explore actions or strategies that can be implemented under the Parent and Community Outreach initiatives to enhance family engagement and school connectedness, fostering inclusivity, at each site?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

Fiscal Recommendations

During our review we identified opportunities to improve data accuracy between the district’s LCAP and fiscal documents. After board adoption, the district revised certain items, which had no material impact on the implementation of the district’s plan.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district’s 2024-25 Adopted Budget to determine whether it complies with the criteria and standards adopted by the SBE and whether it allows the district to meet its financial obligations for the 2024-25 fiscal year, as well as satisfy its multi-year financial commitments.

Based on our analysis of the information submitted, we approve the district’s budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 11,599 ADA for the current fiscal year, or a 3.6 percent increase from the certified 2023-24 P-2 ADA. For 2025-26 and 2026-27, the district projects a 2.5 percent increase in ADA each year. It will be important for the district to monitor enrollment in the current and subsequent years to ensure accurate LCFF revenue and plan accordingly.

Local Control Funding Formula (LCFF) – The district’s Adopted Budget included Cost-of-Living Adjustments (COLAs) for LCFF funding of 1.07 percent, 0.00 percent, and 0.00 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$10.0 million in 2024-25, \$13.4 million in 2025-26, and \$12.5 million in 2026-27. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to continue identifying solutions to reduce any potential structural deficit.

Employee Negotiations – As of the board date, June 11, 2024, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2024-25 fiscal year.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Beaumont Unified School District’s size is 3.0 percent. The district projects to meet the minimum-reserve requirement in the current and two subsequent fiscal years.

Cash Management – Attention to cash solvency remains a critical fiscal practice and should continue to be prioritized in the coming year. The district projects sufficient cash balances to cover projected expenditures during the 2024-25 fiscal year. Should the district identify the need for temporary borrowing options, our office strongly advises districts to consult with legal counsel and independent auditors prior to using Cafeteria Special Revenue Fund (Fund 13) and Building Fund (Fund 21) for temporary interfund borrowing purposes to remedy cash shortfalls.

AB 2756 – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing fiscal distress. Our office did not receive any such reports for the district.

Conclusion

Our office commends the district for its efforts thus far to preserve its fiscal solvency and maintain a quality education program for its students. If we can be of further assistance, please do not hesitate to contact our office.